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ABSTRACT

In response to the growing need for sex education in the public schcols as well as preparing children to meet the challenges of the complex milieu of our times, the New Jersey State Department of Education made available this informational guide to schools in their state. It is designed to augment existing programs and initiate new efforts in providing sound educational programs designed to include the sexuality dimension in the total educational curriculum--prekindergarten through grade twelve. Five sections are divided as follows: Part 1-Point of View gives a policy statement, philosophy, and program objectives. Part 2-Program Considerations includes character and scope, responsibility, approaches, parent involvement, and teacher requirements. Part 3-Characteristics Relating to Human Sexuality and Part 4-Suggested Curriculum Guidelines are both divided on the basis of prekindergarten; kindergarten, grades 1, 2, 3; grades 4, 5, 6; grades 7, 8, 9; and grades 10, 11, 12. Part 5 deals with Evaluation. Throughout the guide, numerous audiovisual aids, pamphlets, books, and sources of information are suggested to aid the teacher and student in developing knowledge and understanding about human sexuality. (BL)

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Guidelines For Developing School Programs In Sex Education

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FOREWORD

The importance of human sexuality in the affective sphere of social conduct is becoming more and more apparent. Within the framework are the essential elements of values, judgments and responsibilities established during the formative early years of life. The ability to make wise choices is an inherent concomitant of responsible citizenship and it is a basic element in the education of a pluralistic society.

Parents are looking to the schools for assistance in preparing their children to meet the challenges of the complex milieu of our times. The schools in turn are seeking solutions to the perplexing dilemma — should the schools teach sex education, and if so, what, by whom, how, and when.

In response to this growing need the New Jersey State Department of Education is pleased to make this informational guide available to the schools of this State. It is hoped that it will lend some clarity to these questions and that it will serve to augment existing programs and initiate new efforts in providing sound educational programs designed to include the sexuality dimension in the total educational curriculum pre-kindergarten through grade twelve.

Many individuals and organizations merit special recognition for their interest, time, efforts and counsel provided from the beginning of this project. Although they are cited in the acknowledgments, I want to personally express my sincere appreciation to each one for a job well done.

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Commissioner of Education

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The Planning Committee is deeply indebted to those individuals who participated in the fall Sex Education Workshop conducted at the Governor Morris Hotel in Morristown, New Jersey on September 30, October 1 and 2, 1966. Their contributions were the essence of the State Board of Education Policy Statement promulgated in January 1967.

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PART ONE

POINT OF VIEW

POLICY STATEMENT ON SEX EDUCATION
Adopted by the New Jersey State Board of Education
January 4, 1967

Sex education is a responsibility which should be shared by the home, church and school. The State Board of Education and the State Department of Education support the philosophy that each community and educational institution must determine its role in this area. Therefore, the State Board of Education recommends that each local Board of Education make provisions in its curriculum for sex education programs.

Sex is a major aspect of personality. It is intimately related to emotional and social development. Being boy or girl, man or woman, conditions one's sense of identity, ways of thinking and behaving, social and occupational activities, choice of associates, and mode of dress. Sex cannot be understood simply by focusing on physiological processes or classifying modes of sexual behavior. Human sexuality - the assumption of the individual's sex role - can best be understood by relating it to the total adjustment of the individual in his family and society.

The primary purpose of sex education is to promote more wholesome family and interpersonal relationships and, therefore, more complete lives. It is not a subject that lends itself readily to "lecturing" or "telling." An approach which encourages open discussion and solicits the concerns of the individual is needed to help young people develop appropriate attitudes and understandings regarding their sex roles. This approach is possible if parents, clergy, teachers, health personnel and others responsible for the education of children are informed and secure in their own feelings about sex.

Sex education is a continuing process throughout life and therefore must be planned for during the entire school experience of the child. Schools are important agencies in the development of healthy habits of living and moral values.

The Department of Education recommends that appropriate programs in sex education be developed by educational institutions cognizant of what is desirable, what is possible and what is wise.

PHILOSOPHY OF PROGRAM

It is often assumed that inasmuch as human beings are either male or female, all individuals will necessarily find and fulfill their masculinity or femininity sex roles. For this reason a consideration of male and female sexuality has often been omitted from sex education in the schools.

Sexuality, an important aspect of personality involving maleness and femaleness, finds expression in behavior from infancy and throughout life. It begins at home in the family setting; perhaps the very first moment a mother holds and fondles her baby, puts her baby to her breast and rocks the baby in her arms. We must not fail to recognize that the home is essentially the place where the first concepts of sexuality occur. Role images are developed at the pre-school ages that serve as guidelines for behavior throughout life. One's individual adjustment, happiness, success as a family member and civic contributions are either enhanced or diminished by success or failure in fitting into the appropriate sex role and in the management and direction of his sexuality.

The school, the parents, and the church share a concern for sex education and its ultimate goal - responsible family and societal living.

Since the school reaches all of our young people at one time or another and is the only institution with which to help young people with their personal as well as their intellectual problems, it has become increasingly apparent that the school must assume more of the role than it has in the past.

The school, therefore, has the moral obligation to insure that boys and girls are afforded those educational opportunities and experiences which reinforce wholesome attitudes and behavior patterns required of living in a pluralistic society.

SUPPORTIVE STATEMENTS

In the interest of providing a wider scope of opinion about the appropriateness of sex education programs in the schools, several quotes are included to support the Policy Statement by the State Board of Education and the philosophy expressed as aforementioned by the New Jersey State Department of Education. These are listed in chronological order as follows:

> . . . The initiative of the school in the strengthening of family education can be effective only if the school understands its own role correctly. . . . The starting point is the children, with their individual and pre-school histories, their family relationships and the conscious and unconscious attitude of their parents. The school should be well informed about all this, for it then can cooperate with the parents in developing various methods to help the child attain balanced adjustment.
>
> UNESCO Report, June 1960

> . . . that the school curriculum include education for family life, including sex education. . . . the family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school and that this formal education emphasize the primary importance of family life.
>
> Sixth White House Conference on Children & Youth, 1960

> . . . The responsibility of the school in education for family life is no longer a matter of debate. The tasks of the school in supplementing and complementing those of the home and of the social structure in which children and youth are growing and developing their attitudes, character, and capabilities for relating themselves to other people, are now recognized as inescapable in total balanced education.
>
> Elizabeth S. Force, Director of Family Life
> American Social Health Association

> . . . that the schools accept appropriate responsibility for reinforcing the efforts of parents to transmit knowledge about the values inherent in our family system, and about the psychic, moral, and physical consequences of sexual behavior, and be it further resolved that this be done by including in the general and health education curriculum the physiology and biology of human reproduction beginning at the elementary level and continuing throughout the school years at increasing levels of

comprehension, and that the study of venereal diseases continue to be a part of communicable disease education during early adolescence, and be it further resolved that the concept of the family as a unit of society based on mature, responsible love be a continuing and pervasive educational goal.

Joint Committee on Health Problems in Education,
NEA and AMA, March 1964

The school is a powerful agency in the development of healthy habits of living and moral values. Surely one aspect of life that cannot be divorced from character and moral attitude is sex.

Helen Manley, Executive Director
Social Health Association of St. Louis, 1964

. . . create a climate of acceptance for family life education in the schools. Encourage the inclusion of sex education for boys as well as girls in school programs in family life education.

National Congress of Parents and Teachers, 1965

. . . in combating promiscuity, illegitimacy, venereal disease, perinatal mortality, marital disharmony and divorce is sex education, including a thorough treatment of human biology, to be started at the elementary school level and continued through higher education.

Committee on Maternal Health, American College of
Obstetricians and Gynecologists, 1965

There seems to be an emerging consensus that we need to develop a more adequate understanding of man's sexuality in its human wholeness and totality. Sex is indeed such a fundamental dimension of human existence, by reason of its connection both with man's desire for personal-fulfillment and happiness and his consequent need to establish satisfactory relationships with others, that we cannot long avoid clarifying our stance in its regard.

Reverend John L. Thomas, S.J., SIECUS Board, 1965

. . . Schools are not giving students an adequate education in sex; too many teachers give the once-over-lightly treatment — if any treatment at all.

National High School Youth Conference, Feb. 1966

. . . urge schools to assume the responsibility of providing sound

sex education including human reproduction as one part of a complete health education program. . . . urge colleges and universities to include family living instruction including sex education in the general education of all students. . . . encourage churches, civic organizations, and other community groups to strongly support programs of sex education.

Resolution, Board of Directors, AAHPER, March 1966

. . . If our aim is adults who will use their sexuality in mature and responsible ways, we cannot begin sex education later than early childhood. . . inasmuch as parents are also entirely unprepared to do the in-depth kind of job that is required, the schools will have to assume the main burden and responsibility for planning, and carrying out adequate sex education programs.

Mary S. Calderone, M.D., Executive Director
SIECUS, March 1966

. . . To assist communities and educational institutions which wish to initiate or improve programs in this area (family life education and sex education), the U. S. Office of Education will support family life education and sex education as an integral part of the curriculum from pre-school to college and adult levels; it will support training for teachers and health and guidance personnel at all levels of instruction; it will aid programs designed to help parents carry out their roles in family life education and sex education; and it will support research and development in all aspects of family life education and sex education.

Harold Howe II, U.S. Commissioner of Education, August 1966

While parents have the primary responsibility for family life and sex education, the school cannot ignore its responsibility for education in this area. Family life and sex education should be included as a planned portion of the regular curriculum and should recognize the sociological and psychological aspects of sex education as well as the biological processes of maturation and reproduction. A sequential, coordinated program with clearly defined objectives is necessary for grades K-12 if we are to provide children with a sound basis for making rational judgments regarding human interaction.

Duane J. Mattheis. Minnesota Commissioner of Education, Nov. 19, 1966

PROPOSED PROGRAM OBJECTIVES FOR NEW JERSEY SCHOOLS

1. To develop an understanding of the functioning of the human body as it involves reproduction, growth and development, and glandular physiology.

2. To increase insight concerning the importance of environmental forces as they affect human growth and development.

3. To enhance understanding and acceptance of sexuality as a boy or girl without undue concern.

4. To promote wholesome attitudes regarding human emotions and normal physical phenomena accompanying sexual development.

5. To create a wholesome interest in, and, respect for, the opposite sex.

6. To provide skill in distinguishing between facts and false notions and superstitions in matters relating to sex, health, and welfare.

7. To encourage the individual to seek competent help when anxious about any sex problems or own sex behavior and feelings.

8. To develop an understanding of the relationship between healthy expression of sex drives and responsibility towards offspring.

9. To gain understanding of the spiritual as well as the physiological basis of sex.

10. To develop an understanding of the relationship between the expression of sex drives and the health and happiness needs of mate and offspring.

11. To promote a healthy and wholesome pride in the maturing body.

12. To develop an understanding of society's expectations for boys and girls and men and women.

13. To enable the individual to critically examine the effects of "Double Standard" expectations for their effect upon personality needs.

14. To promote appreciation of one's own strengths and weaknesses in roles of friend, student, and family member.

15. To promote appreciation of the relationship of developing sexual desires and the social mores affecting heterosexual and homosexual relationships.

PART TWO

PROGRAM CONSIDERATIONS

CHARACTER AND SCOPE

Sex education is a continuous process throughout life and must be planned throughout the school experience of the child. **It cannot be isolated in the curriculum** but should have continuity and substance and be correlated, integrated, and articulated with the total educational program from pre-kindergarten through twelfth grade. It should involve concepts of human sexuality and provide for activities to motivate student learning. It should be offered coeducationally at all levels.

The primary level should focus on helping children develop an adequate vocabulary of body parts and their functions, a simple understanding of where babies come from, and the sex differences of boys and girls. The emphasis will be upon developing wholesome attitudes toward sex and a simple appreciation of the nature and purpose of the family.

The intermediate grades will lend themselves to a more profound examination of how life begins, including a study of the birth of a baby examining the growth processes. Glandular functions in growth and the organs involved in human reproduction should also be included. Lessons on menstruation should be conducted for both the boys and girls however, at the outset, a separation of sexes may be considered more appropriate for the area of personal female hygiene. Other than this separation, sex education should be taught in the same natural setting (coeducational) as any area of the curriculum and for the rest of the K through 12 sequence. Menstruation should be included in the coeducational framework in all other areas particularly as it relates to the psycho-social development of the female, and to empathy and understanding in the male's role as son, brother, husband and father.

At the 6, 7 and 8th grade level, attempts can be made to relate growth and development to personality and to relationships with others. An understanding of how heredity and environment influence body size, physical appearance, and character should be covered. The emphasis should be placed upon the dynamics of the family and how the basic and socio-emotional needs are met. Communicable disease as it affects the health of mothers, babies, children, adolescents, and adults with a special attention to venereal disease should be included.

In the high school, discussions relating to maturity, boy-girl relationships, and the moral and social aspects of sexuality as they relate to mental health should be developed. Preparation for marriage, family living, and responsible parenthood may complete the program. The aim at this level is focused on the development of attitudes and behavior which strengthen responsibility to the individual, his family, his community and society.

RESPONSIBILITY

The ultimate responsibility for all curricula offerings in the school rests with the School Administrator. He implements and directs the educational program in concert with the local Board of Education. Although this responsibility cannot be delegated, the School Superintendent administers the school programs through his appointed subordinates, e.g. curriculum coordinator, principals, consultants, area chairmen, and faculty. He is the individual who must make the determination regarding the implemenation of sex education as a part of the school program.

It is time to stop being defensive about the value or legitimacy of the subject. Apology is one of the chief symptoms of insecurity and the school administrator has no need to rationalize to himself or others.

The Superintendent will guide the planning and evolution of a realistic sex education approach and with courage and initiative, will call upon consultants and resource people in the profession and in the community to develop the curricular experience in the regular school program for all students.

Initially, the Superintendent must be convinced in his own mind that sex education is a vital segment of the general education of all children and belongs in the school program. Finally, he must be willing to give it his full strong support in the face of opposition.

APPROACHES

In all ventures of this nature it is particularly important to develop good public relations. Parents, church leaders and other interested and responsible citizens of the community must be alerted to the needs for such a program, its objectives, and the contents to be covered in the curriculum.

The Superintendent and his assistants in curriculum and administration should discuss the program with community organizations and individuals who are influential in the community.

A curriculum must be planned by appropriate consultants and teachers who are cognizant of the needs and interests of the children in the community. They should be familiar with the biological and social sciences as well as health education. Furthermore, all teachers in the school district should be appraised of what is being planned. This is particularly essential for those who may not be involved in the teaching or planning phases of the program. It is important for them to understand the objectives and scope of the program.

The approach may vary. Each district has its own characteristics, needs, and problems. A district should give the greatest consideration to the approach that will enable it to establish a successful and meaningful program.

An approach recommended for most districts is the dual or school-community centered approach. Therefore, the suggested steps contained herein, are for the development of a program in sex education through the cooperative efforts of the school and community.

Steps:

1. Superintendent of Schools selects an Advisory Committee on Sex Education (may be limited to school personnel initially, then expanded to include church and community leaders).

2. The task of the Advisory Committee will be to determine the philosophical concept of the program, significant objectives, and desired outcomes for the entire program.

Suggested profile of committee:

School administrators (one elementary; one secondary)
Curriculum consultant (general curriculum development)
Health educator
School nurse
School physician (may be a physician in the community interested in the program)
Elementary classroom teachers
Primary teacher
School psychologist
Science teacher (secondary level)
Social studies teacher (secondary level)
English teacher (secondary level)
Guidance counselor
Home economics or family life educator
School Librarian
Board of Education representative
PTA representative
Clergy
Community organization leader

3. Obtain the services of a consultant in sex education (from college or university, American Social Health Association, Sex Information and Education Council of the U. S., N. J. State Department of Education) to provide for some additional insights.

4. Solicit support of local Board of Education.

5. Select from the Advisory Committee a smaller Curriculum Development Committee. The work of the Curriculum Development Committee to include but not be limited to:

a. Research

1) Investigate the programs presently conducted in the schools in the area of sex education.

2) Determine what other schools outside of the district are doing in this area.

3) Peruse professional periodicals for program suggestions.

4) Investigate and evaluate printed and audio-visual materials available.

5) Determine the needs and interests of school age children in the district at various levels.

b. Define the philosophy and objectives developed by the Advisory Committee.

c. Describe needs for program in school district.

d. Enumerate characteristics of age and grade levels as they relate to biological maturation and psycho-sexual development.

e. Prepare a Pre-Kindergarten through grade 12 curriculum.

1) Concepts to be developed

2) Content

3) Teacher references

4) Student references

5) Audio-visual materials

6) Classroom activities

7) Evaluative techniques

f. Plan for integration and correlation at various levels and in various disciplines.

g. Determine teaching personnel.

h. Provide for an in-service program for teachers.

i. Develop parent programs.

1) For parents in general as part of community action.

2) For parents of children in particular grade levels.

j. Provide for evaluation at faculty, student and parental levels.

6. Keep public informed to develop an understanding of program objectives and thereby gain their support.

a. Health council

b. PTA's

c. Church groups

d. Community agencies

e. Home visitations

f. Newspaper articles

g. Medical professions

7. Introduce program on a pilot basis in selected classrooms. Carry on continual evaluation of pilot programs and revise periodically by sharing evaluation with members of Advisory Committee.

PARENT INVOLVEMENT

The sex education of children is primarily the right and the responsibility of the parents. Thus, it is vital to provide for parental involvement in a school program of sex education. It is recognized that the very first experiences a child receives concerning sexuality occurs in the family setting. These early experiences are continually reinforced throughout the school years as the child develops in the home environment.

The school can assist the parents in fulfilling their obligation by providing programs of sex education in accord with those designed for their children. Parents should not be made to feel that they have shirked a moral obligation as it is quite possible that the lack of parental-student dialogue in this area is one which is naturally muted by their biological and psychological proximities. Similarly, the skilled surgeon does not operate upon his own family members nor does the experienced pediatrician diagnose and prescribe for his own children. The emotional milieu often distorts one's objectivity. The school can be of greatest help to the parents here.

Furthermore, public relations are closely related to the success of any endeavor. To insure that the school program succeeds, it is necessary that the parents are alerted to the needs of their children and to the objectives and content of the school sex education curriculum.

Program for parents in general as a part of community action:

This program should be developed in conjunction with PTA meetings, community organizations, churches and social agencies. Publicity for the program can be transmitted through the communication organ of these organizations and through the local news media.

The program can be planned to include special speakers, films, filmstrips, and distribution of selected materials. It is urged that the program be designed to be presented in two or three sessions of one hour to one and a half hour duration each. The following materials are recommended for inclusion into this program:

Film

Parent to Child About Sex
Source: Audio-visual Dept., Wayne State Univ.
Detroit, Michigan 48202

Filmstrip

Sex: A Moral Dilemma for Teenagers

Source: Guidance Associates
Pleasantville, New York

Pamphlets and Paperbacks

What Parents Should Know About Sex Education in the Schools
Source: National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

Parents Responsibility
Source: National Education Association

Sex Education: SIECUS Discussion Guide No. 1
Source: Sex Information and Education Council of the U. S.
1790 Broadway, N. Y., N. Y. 10019

Sexuality and Sexual Learning in the Child
Source: Sex Information and Education Council of the U. S.

Program for parents of children in particular grade level:

The primary purpose of this program is to encourage the parents to initiate the sex education of their child long before school enrollment as well as discuss questions arising from the school program. In order for the parents to function appropriately in this capacity it will be necessary for the school to conduct a number of workshops with these parents. The number of sessions should be determined by local exigencies. They should include the perusal of materials to be used by their child in school. These materials are listed in the suggested curriculum outline in Part IV of this publication.

In addition to the aforementioned materials, the following are recommended for inclusion into the parent program:

Pamphlets and Paperbacks

What to Tell Your Child About Sex
Source: Child Study Association of America,
9 East 89th Street, N.Y., N.Y.

How to Tell Your Child About Sex
Source: Public Affairs Committee, Inc.
381 Park Ave., South, N. Y., N. Y.

Helping Boys and Girls Understand their Sex Roles
Source: Science Research Associates
259 E. Erie St., Chicago, Ill.

The Gift of Life
Source: Mental Health Materials Center
104 E. 25th St., N. Y., N. Y.

Your Child's Questions - How to Answer Them
Source: American Social Health Assoc.
1790 Broadway, N. Y., N. Y.

Sex Series
Source: National Education Association
1201 Sixteenth St., N.W., Washington, D.C.

THE TEACHER

Recognizing the fact that the ultimate success of any instructional program will, in the final analysis, rest upon the shoulders of those who are doing the teaching, those individuals given this responsibility must be carefully selected.

The classroom teacher for the most part will do the bulk of the sex education teaching at the elementary levels. These teachers should be well versed in child growth and development and in the biological concepts relating to sexuality.

At the secondary level, most of the sex education program should be conducted within the framework of the health education curriculum. These teachers should have a background of biology, psychology and sociology as well as growth and development. They must possess certain empathetic skills in living, human behavior and personal and family relationships. Above all, they must have in themselves a wholesome philosophy about human sexuality, must possess a personal satisfactory sexual adjustment and feel comfortable teaching about sexuality.

Appropriate aspects of sex education may be taught in other subjects such as biology, general science, home economics, social problems, English, and world literature, and the like. It should be understood, however, that when and where sex education is introduced, it cannot be dealt with without an emphasis upon the moral responsibility of the individual to himself, his family and his community.

To insure any degree of success in this venture, all teachers of human sexuality at any level in the school must feel comfortable with the subject and have a good rapport with their students.

In-service programs are a must for these teachers to provide appropriate orientation to the total school program (pre-kindergarten through grade 12) and specific training in the grade levels they are teaching. It probably would be best if indigenous personnel were trained in sex education by sending them to special courses offered at nearby universities or colleges and then using them as Cadre for instructing the other teachers in the school system.

An in-service program could possibly contain the following emphasis:

I. The need for sex education

A. In life
B. In the society

C. In the family
D. In the home
E. In the school

II. The role of male and female in reproduction

A. Bodily differences
B. Social and attitudinal differences
C. Growth and development
D. Male and female reproductive systems
E. Fertilization

III. Relationships of heredity and environment

A. Genetics
B. Inherited characteristics
C. Hormonal influences
D. Factors influenced by environment

IV. Pregnancy and childbirth

A. Conception
B. Embryo and fetal development
C. Symptoms of pregnancy
D. Pre-natal care
E. Labor and delivery
F. Post-natal care
G. Contraception and family planning

V. Psycho-sexual development

A. Auto-erotic	or	A. Oral and anal
B. Parental		B. Genital
C. Latency		C. Latent
D. Homosexual		D. Pre-adolescent
E. Heterosexual		E. Early and late adolescence

VI. The family and preparation for marriage

A. Family patterns
B. Family member roles
C. Adjustments in family living
D. Boy-girl relationships
E. Courtship system
F. Readiness for marriage
G. Choice of mate
H. Common conflicts in marriage
I. Role expectations
J. Premarital counseling
K. Responsible parenthood

VII. Special topics

A. Venereal disease
B. Homosexuality

C. Pre-marital coitus
D. Masturbation
E. Nocturnal sex dreams
F. Infertility
G. Sex deviates
H. Pornography
I. Illegitimacy
J. Infant mortality

VIII. Sex education in the school program

A. Character and scope of pre-kindergarten through grade 12
B. Concepts and content at grade levels
C. Methods of teaching
D. Audio-visual materials
E. Texts and reference materials
F. Responding to questions

In addition to the materials listed in the parent education program and in the suggested curriculum guidelines (Part IV) under the heading of some teacher references, the following references are recommended for the In-Service Program for Teachers.

Crawley, Malfetti, Stewart & Dias
Reproduction, Sex, and Preparation for Marriage
Prentice Hall, Inc., Englewood Cliffs, N. J. 1964

Flanagan, Geraldine. **The First Nine Months of Life.**
Pocket Books, Inc., N. Y. 1965

The Consumers Union Report on Family Planning
Consumers Union of U. S., Inc., Mount Vernon, N. Y. 1966

Bell & Vogel. **A Modern Introduction to the Family**
The Free Press, Glencoe, Ill. 1960

Cavan, Ruth S. **The American Family, T. Y.**
Crowell, N. Y. 1963

Handbook on Sex Instruction in Swedish Schools
Royal Board of Education, Stockholm, Sweden. 1956

PART THREE

CHARACTERISTICS RELATING TO HUMAN SEXUALITY

Individual variations in growth, development and physiological maturity demand a flexibility in curriculum for any school district. The listing of characteristics contained herein are offered as a guide for planning but by no means suggest that these characteristics prevail in all school districts with all children. Local variations should be made to meet the needs of the children in particular schools and for individuals in particular classes.

Pre-Kindergarten through Grade 3

- Awakening of differences in body structure
- Interest in sex organs
- Increase in social relationships
- Beginning of a sense of property rights
- Need for security within the family
- Concerns related to school achievement, personality, acceptance and popularity
- Displays little sex consciousness in depth
- Enjoys exploration, investigation and experimentation
- Lacks concepts of child molesting, kidnapping, etc.
- Displays interest in home and community
- Considers mother most important person in the family
- Enjoys watching animal and plant growth
- Six and seven year olds begin to distinguish between fact and fantasy
- Seven and eight year olds display jealousy toward siblings
- Eight year olds begin to choose special friends and indentify with group responsibilities and purposes
- Lacks proper sex information and has certain curiosities about sex topics
- Lacks adequate vocabulary for body parts and functions

Grades 4 Through 6

- Becoming increasingly aware of responsibility to others
- Exhibits independence when away from the family
- Develops closer friendships with a limited number of individuals
- Is aware of family standards and recognizes differences between standards of family and friends
- Desires status in a group
- May show antagonism toward the opposite sex
- Shows increasing interest in adventure, science, nature, and home life

- Can discuss current activities with understanding
- Shows strong interests in social activities
- Wants and expects help from parents but does not want to be told what to do
- Needs guidance in setting personal goals
- Girls tend to form cliques
- Easily persuaded by group desires
- Inconsistant emotional feelings accompany yearly physical maturation
- Increase in fear of imaginary things
- Feelings toward loyalty and belonging

Grades 7 through 9

- Greatest variability in physical growth and appearance
- Extremes in rate of development causes emotional concern
- Health habits and practices in need of supervision and attention
- Shows interest in the opposite sex peers
- Needs to engage in wide variety of activities
- Emotions are easily aroused and swayed
- Desires time to be alone
- Concerns are related to social and personal problems particularly in appearance and competitive activities
- Period of insecurity regarding sex matters
- Tends to emulate adult social patterns
- Fluctuates between adult-like and child-like behavior
- Begins to recognize moral and ethical aspects of culture
- Establishes "show-off" attitude and struggles against authority
- Attempts to become more independent
- Exhibits glee in practical jokes and jokes about sex
- Develops infatuations (crushes) and desires to date alone
- Hero worship develops
- Boys develop large number of friends; girls tend to select a few apart from group
- Conforms to group standards
- Boys seek challanges
- Girls seek out older males

- Girls over-zealously attempt to improve their physical appearance and attractiveness
- Attempts made to experiment with newly added body characteristics

Grades 10 through 12

- Stabilization of physiological processes and body functions
- Sex organs and skeletal features are reaching maturation
- Emotions range from periods of elation to depression
- Feel poorly understood
- Interest in co-recreation activities
- Desire to participate in activities without adult supervision
- Girls display petty jealousies
- Resentment toward parental restrictions
- Hostility toward inhibitions to fulfillment of personal life
- Concerns about social status, physical appearance and competitive successes
- Refusal to accept adult mores, customs and codes of behavior
- Becomes more involved in the pressures of adult society
- Need for group acceptance greater than concept of morality and family standards
- Feels physically capable to engage in sex behavior but is not materially prepared for family responsibilities

PART FOUR

SUGGESTED CURRICULUM GUIDELINES

The guidelines have been designed primarily as an aid to local school districts in the development of their own programs. It is not intended as a prescription for a sex education program in a particular school nor as a standardized curriculum for the schools of this state. The curriculum is divided into four broad grade levels and contains some concepts and content at each level. In addition, student and teachers' references, audio-visual materials and suggested activities are included in the outlines.

The following curriculum outlines are recommended for perusal by local Curriculum Committees. They contain some detailed examples of content placement as well as descriptive elaboration of specific resource materials.

American School Health Association

Growth Patterns and Sex Education - A Suggested Program Kindergarten Through Grade Twelve. The Journal of School Health. Vol. XXXVII No. 5a, May 1967.

Manley, Helen. **A Curriculum Guide in Sex Education**. State Publishing Co., Inc., St. Louis, Missouri. 1964

A.A.H.P.E.R. **Sex Education Resource Unit**. American Association for Health, Physical Education and Recreation. Wash. D.C. 1967

Curriculum outlines have been developed for programs in sex education in a number of school districts. It may be helpful to examine a sampling of these, such as those listed below, for ideas and suggestions.

New York City Public Schools

Montclair, New Jersey Public Schools

Anaheim, Calif. Public Schools

Detroit, Michigan Public Schools

Glen Cove, New York Public Schools

Evanston, Ill. Public Schools

PRE-KINDERGARTEN

Children entering school come with different religious, social, cultural, economic and educational backgrounds. There are wide ranges of hereditary differences as well as the environmental influences which formulate intelligence capacities and academic talents. Some can read at least to some extent while some have not even developed the readiness to do so. Some can add and subtract simple numbers, others have not developed number concepts. Some can write their own names and basic words, while there are those children who cannot recognize letters of the alphabet. These disparities are abridged by special programs, "tracking" and "grouping," Head Start programs, and the like. These efforts have had some equalizing effect upon the range of variations in the Kindergarten-Primary Grades.

Unfortunately, the differences in sex information and attitudes is often greater than other educational aspects and few special programs have been instituted to narrow this gap. The inequality is compounded by the fact that the major difference involves misconceptions about sex.

It is therefore essential for any school program to make sex education provisions which reach below the Kindergarten level. This claim may be somewhat naive today since even if we fail to provide any information this in itself provides a kind of sex education whether in the home, church or school.

It has been demonstrated that schools cannot delegate to parents the total job of sex education nor can parents abdicate their role in favor of the church or school.

What is needed then, is a team approach, with the school providing the leadership in developing pre-kindergarten learning experiences.

The program must focus upon improving the sex education skills of parents during the pre-school as well as the school years. The two part program outlined in Part II titled "Parent Involvement" provides a suggested approach.

The school's counsel and guidance will enable parents to provide a more uniform starting point for their boys and girls entering school.

Children are naturally curious about sex and their questions may be a reflection that this curiosity has not been adequately satisfied. The manner in which a parent responds to these queries has important and often lasting influences upon the child's development, his later adjustment to the opposite sex, and his ability to make rational decisions which can affect his future health and happiness. It is therefore important that parents do not react as if shocked by their child's questions — for sex to a child is not charged with emotion.

Some basic suggestions in respect to responding to a child's curiosity may be helpful and are offered for what they are worth:

First and foremost parents must be patient with their child's questions. Although it is trying to hear the same questions asked over and over again, it is important that the child is not threatened by his inability to understand or remember previous explanations. Parents might be cautioned against trying to rush children at this point.

Since it is important for the parent to really understand what the child is searching for it is important that parents develop skills of listening — another dimension of patience.

Responses should be direct and simple. They should be delivered so as to answer his question as the parent perceives it. However, it may be useful to permit or encourage the child to react as to what he thinks the answer should be.

It is vital to any communication that dialogue be honest and truthful. It will help parents to know what kinds of questions children at various

age levels might ask so as to be "forearmed." This is not to imply that children necessarily follow a predictable pattern of inquiry. However, anticipating questions can enable the parent to think out some suitable responses. Openness and frankness can often be empathized by youngsters. It would be a mistake to try to fabricate fables about sex.

Parents should be encouraged to work out some mutually satisfactory point of view about the responses to questions which are likely to be posed. Consistency of father and mother is essential in negating doubt and confusion in the minds of children.

Most children transit three phases of their psychosexual development before entering school. There appears to be some relationship between these phases and the kinds of questions they are likely to ask as well as their attitudes toward their bodies and sexuality in general.

The first phase, the oral phase, usually occurs before the child is able to verbalize, however it appears to have some relationship toward developing feelings of well-being and security. It is during this phase that the overall patterns of parental behavior, the manner in which they support and handle the child through emotional contacts, determine to some degree the success the child will have in being tolerant, flexible and able to adjust.

By the end of the first year to about the end of the third year the child enters the anal phase. It is during this phase that the child is developing basic communication skills and, coupled with the toilet training experience, his concepts of bodily functions can be attitudinally altered. It is the first conflict situation between his biological drives and the controls of his environment. During this phase the child needs encouragement to feel confident about his accomplishments. It is important to remember that the way in which toilet training is handled may eventually determine the degree to which a child develops personality patterns of submission or rebellion and may have some effect upon the kinds of demands he makes upon other love relationships.

The third phase occurs from the third to the sixth years. It is known as the parental, oedipal, or genital phase. This is the time when the child becomes curious about the genitalia and the time when role concepts, (boy-girl, man-woman) are formed. The most important maturation element is this differentiation of masculinity and femininity and the identification of the child with these roles.

The questions children pose to their parents generally start with their need to understand bodily parts including the genitals. They often will ask about where babies come from, how it is born, and why mothers only have them. They want to know why adults have different bodily shapes than they. However, they can ask almost anything, and often do.

It is best for parents to anticipate all sorts of questions and have a clear understanding of the way in which to respond. Ignorance is not bliss-children will seek answers from less appropriate sources if their parents fail to satisfy their natural curiosity.

This is a real service the schools can perform -- assisting parents to understand this psychosexual development and helping them to provide suitable pre-kindergarten sex education for their children.

KINDERGARTEN, GRADES 1, 2, 3

SUGGESTED CONCEPTS

Understanding how we grow is important.
Boys and girls differ in size, strength, growth and in responsibilities.
We should respect the privacy and rights of others.
Family help and cooperation is necessary for growth.
There are differences between strangers and friends.

POSSIBLE CONTENT

Plant growth
Animal growth
Human growth
Sex differences
Family roles
Behavior in washroom, toilet, and bathroom
Safety to and from school
Growth needs
Farm animals
Human feelings

SOME TEACHER REFERENCES

Parents' Responsibility - NEA & AMA
Facts Aren't Enough - NEA & AMA
Sex: What Shall I Tell My Child - NEA & AMA
Your Child's Questions - How to Answer Them - American Social Health Assn., N.Y.
When Children Ask About Sex - Child Study Assn. N.Y.
What to Tell Your Child About Sex - Child Study Assn. N.Y.
Duvall, E.M., **Sex Ways in Fact and Faith** - Associated Press, N.Y.
Martin & Vincent, **Human Development** - Ronald Press N.Y.
Breckenridge & Vincent, **Child Development** - W.B. Saunders, N.Y.
Jersild, A.T., **When Teachers Face Themselves** - Teachers College Press, N.Y.
Treat, D.B., **Interpreting Birth to Children** - Nat. Council of Churches of Christ, N.Y.
Frank. L.K.. "The Beginning of Child Development and Family Ed. in the 20th Century." **Quarterly of Behavior and Development.** Detroit, Mich. Oct. 1962
Your Child (ages 6-12). - U.S. Dept. of HEW, Wash., D.C.

SOME STUDENT REFERENCES

Science for Work and Play. D.C. Heath & Co., Englewood, N.J., 1965.
Science for Here and Now. D.C. Heath & Co., Englewood, N.J., 1965.
Health in Work and Play. Ginn & Co., N.Y. 1963
Health 1, 2, & 3. Laidlaw Bros. Summit, N.J. 1966

Health for All.-Jr. Primer, Book 1, 2, & 3. Scott, Foresman & Co. Fairlawn, N.J. 1965
Health at School. Bobbs-Merrill Co., N.Y. 1961
Health and Fun. Bobbs-Merrill Co., N.Y. 1961
Health Day by Day. Bobbs-Merrill Co., N.Y. 1961
All About You. Lyons & Carnahan, Chicago, Ill., 1965
You and Others. Lyons & Carnahan, Chicago, Ill., 1965
Growing Every Day. Lyons & Carnahan, Chicago, Ill., 1965
Gruenberg, **The Wonderful Story of How You Were Born**, Doubleday, 1959

SUGGESTED FILMS

Farmyard Babies. Coronet Films, Chicago, Ill.
Human and Animal Beginnings. Henk, Newenhouse, Inc. Northbrook, Ill.
Mother Hen's Family. Coronet Films, Chicago, Ill.
Kittens - Birth and Growth. Bailey Films Inc. Hollywood, Calif.
Growing Up Day by Day. *Encyclopedia Brittanica Films, Wilmette, Ill.*
A Happy Family. Classroom Film Distributors, Los Angeles, Calif.
What Do Fathers Do. Churchill Films, Los Angeles, Calif.
Human Beginnings. Associated Films, Ridgefield, N.J.

SUGGESTED FILMSTRIPS

Finding Out How Animal Babies Grow. Society for Visual Education.
Animals of the Zoo. Society for Visual Education.
The World of Living Things. Society for Visual Education.
Animals and their Young. McGraw-Hill, Hightstown, N.J.

TRANSPARENCIES

The Family. 3M Company.
Family Health. 3M Company.
Characteristics of Boys and Girls. 3M Company.
Living Things from Living Things. 3M Company.

ILLUSTRATIVE ACTIVITIES

Discuss kinds of needs and things pupils would like to know about babies.
Make bulletin board of own pictures - then and now.
Have a baby-food testing party.
Bathe a doll-baby.
Discuss and have pupils visit family physician.
Construct a chart showing "Mothers whose eggs are hatched outside of their bodies."
Read: "The Baby House," T. B. Lippincott Co., N. Y., "All About Eggs," Wm. R. Scott, Inc.
"All About You," Lyons & Carnahan, Chicago, "Growing Up," MacMillan Co. N.Y.
"All About Babies," Zondervan Pub., Grand Rapids, Mich., "Bobwhite," Holiday House, N.Y. "A Brand New Baby," The Beacon Press, Boston.
Show pictures of babies sleeping, kicking, eating, crying, laughing, reaching, etc.

List clothes appropriate for changing weather.
Draw pictures of safe toys for babies.
Have students tell about: "Their visit to the doctor," "The New Baby at their House."

GRADES 4, 5, 6

SUGGESTED CONCEPTS

Living things make new life.
Body growth may vary among different individuals.
We grow different ways; physically, mentally and emotionally.
Family cooperation for growth and health is important.
Many of our characteristics are inherited.
Our environment affects our personality.

POSSIBLE CONTENT

Structure and function of cells
Beginning of life in plants, fish, birds, and mammals
Birth of a baby
Glands which affect growth
Reproductive organs and their functions
Theory of heredity and inheritance
Characteristics affected by environment
Menstruation

SOME TEACHER REFERENCES

Gessell & Ilg, **Youth: The Years Ten to Sixteen**. Harper & Bros., N.Y.
Newgarten, B., **Your Children's Heredity**. Science Research Assn., Chicago, Ill.
Geesell, A., **The Miracle of Growth**. Pyramid Royal Books, N.Y.
Levine & Seligman, **Helping Boys and Girls Understand Their Sex Roles**. Science Research Assoc., Chicago, Ill.
Redl, F., **Pre-Adolescents - What Makes Them Tick**. Child Study Assn. N.Y.

SOME STUDENT REFERENCES

Wilson & Wilson, **Growing Up**. The Bobbs-Merrill Co., Inc. N.Y., 1966
Science in Our World. D.C. Heath & Co., Englewood, N.J., 1965
Growing Your Way. Ginn & Co., N.Y. 1963
Keeping Healthy and Strong. Ginn & Co., N.Y., 1963
Health 4, 5, & 6. Laidlaw Bros., Summit, N.J. 1966
Health and Growth. Bobbs-Merrill Co., N.Y. 1961
Health and Happiness. Bobbs-Merrill Co., N.Y. 1961
Finding Your Way. Lyons & Carnahan, Chicago, Ill., 1965
Choosing Your Goals. Lyons & Carnahan, Chicago, Ill., 1965
Understanding Your Needs. Lyons & Carnahan, Chicago, Ill., 1965
Lerner, M. **Who Do You Think You Are**. Prentice-Hall Inc., Englewood, N.J.1963
Randal, J. **All About Heredity**, Random House, N.Y. 1963
Lerrigo & Southard, **A Story About You**. NEA & AMA 1964

You're a Young Lady Now. Kimberly-Clark Corp., Neenah, Wisconsin.
Growing Up and Liking It. Personal Products Co., Milltown, N.J.
World of a Girl. Scott Paper Co., Phila., Pa.
Lerrigo & Cassidy, **A Doctor Talks to 9 - 12 Year Olds**. Budlong Press, Chicago, Ill.
A Boy Today - A Man Tomorrow. Optimist International, St. Louis, Mo. 1961
Growing Into Manhood. Association Press, N.Y. 1954
"Human Embryo & Fetal Development," **Life**. April, 1964
Health for All - Book 4,5, & 6. Scott, Foresman & Co., Fairlawn, N.J. 1965
Levine & Seligman, **A Baby is Born**. Golden Press, N.Y. 1965
Levine & Seligman, **The Wonder of Life**. Golden Press. N.Y. 1964

SUGGESTED FILMS

The Day Life Begins. Carousel Films, Inc. Ridgefield, N.J.
Reproduction Among Mammals. Encyclopedia Britannica Films, Inc. Wilmette, Ill.
The Miracle of Reproduction. Sid Davis Productions, Santa Monica, Calif.
Menstruation. Medical Film Library, Bethesda, Md.
Human Growth. Henk, Newenhouse, Inc., Northbrook, Ill.
Molly Grows Up. Medical Arts Productions, Stockton, Calif.
As Boys Grow. Medical Arts Productions, Stockton, Calif.
The Story of Menstruation. Association Films, Ridgefield, N.J.
Human Reproduction. McGraw-Hill Text Films, Hightstown, N.J.
It's Wonderful Being A Girl. Personal Products, Milltown, N.J.
Reproduction in Animals. Coronet Instructional Films, Chicago, Ill.
Wonder of Reproduction. Moody Institute of Science, West Los Angeles, Calif.

35MM SLIDES

How Babies Are Made. Creative Scope, Inc., N.Y.

TRANSPARENCIES

The Health and Happiness of the Family. 3M Company.
Range of Family Characteristics. 3M Company.
How Life Begins. 3M Company.
Heredity. 3M Company.

ILLUSTRATIVE ACTIVITIES

Show pictures of physical growth.
Show pictures of healthy children, men and women.
Read poem - "You Tell on Yourself."
List physical and social differences of boys and girls.
Draw embryo and fetus in different stages of development
Conduct panel discussion and committee reports on family activities, respect for family members, desirable behavior in the home.
Use lively classroom discussion rather than lectures.

Discuss words like: trait, emotions, embryo, fetus, interests, attitudes, responsibility, behavior, achievement, feces, fertilize, fraternal, genitals, hatch, mating, navel, ovary, ovum, penis, puberty, pregnant, rectum, sperm, umbilical, urinate, womb, uterus.
Make a personal inventory and list ways "I can improve."
Children write a "Code of Conduct" for the classroom.

GRADES 7, 8, 9

SUGGESTED CONCEPTS

New feelings are experienced at puberty.
The body changes many ways during adolescence.
Heredity and environment play important roles in personality development.
Adolescent boys and girls have some common problems.
Heterogenious activities offer opportunities to develop wholesome boy-girl relationships.
The family is a basic institution in our culture but has undergone change in the past 50 years.

POSSIBLE CONTENT

Male and female reproductive systems and processes
Birth phenomenon
Characteristics of adolescent boys and girls
Co-recreational activities
Dating
Emotional maturity
Personality development
Structure of the family
Parental controls, self-discipline and responsibility
Personality problems
Getting along with others
Chromosomes, genes and the DNA molecule
Multiple births
Sex of offspring
Communicable diseases including Venereal Disease

SOME TEACHER REFERENCES

Hofstein, S. **The Human Story: Facts on Birth, Growth, & Reproduction**. Scott, Foresman, & Co. Fairlawn, N.J.
Cox, C., **The Upbeat Generation**. Prentice-Hall Inc., Englewood, N.J.
Parkhurst, H., **Growing Pains**. Doubleday & Co., Garden City, N.Y.
Havighurst, R., **Developmental Tasks of Adolescence**. David McKay Inc., N.Y.
Kirdendall, L., **Understanding Sex**. Science Research Assoc., Chicago, Ill.
Baruch, D., **New Ways in Sex Education**. Bantam Books, N.Y.
Levinsohn & Kelly, **What Teenagers Want to Know**. Budlong Press, Chicago, Ill.

Eckert, R., **Sex Attitudes in the Home**. Association Press, N.Y.
Genne, W., **Sex Education for Junior Highs**. Nat. Council of Churches of Christ, N.Y.
Popenoe, P., **Why Aren't Boys Told These Things**. American Institute of Family Relations, Los Angeles, Calif.
The Adolescent in Your Family. U.S. Dept. of HEW, Wash., D.C.
Information on Syphilis & Gonorrhea. The Bobbs-Merrill Co. Inc., N.Y. 1966

SOME STUDENT REFERENCES

Hofstein, S., **The Human Story: Facts on Birth, Growth & Reproduction**. Scott, Foresman, & Co. Fairlawn, N.J. 1967
Boyer, D., **For Youth to Know**. Laidlaw Bros., Summit, N.J. 1966
Boyer & Brandt **Human Growth and Reproduction**. Laidlaw Bros., Summit, N.J. 1967
Wilson & Wilson, **Human Growth and Reproduction**. Bobbs-Merrill Co., N.Y. 1966
As Others See Us. AMA, Dearborn St., Chicago, Ill.
Lerrigo & Southard, **Finding Yourself**. NEA & AMA
Genne, E. & W., **Sex Facts for Adolescents**. Christian Education Service, Nashville, Tenn.
Williams & Kane, **On Becoming a Woman**. Dell Publishing Co., N.Y.
The Miracle of Life. AMA, Chicago, Ill.
The Wonderful Human Machine. AMA, Chicago, Ill.
Beck, L.F., **Human Growth**. Harcourt, Brace & World Inc., N.Y. 1949
Duvall, E., **Love and the Facts of Life**. Popular Library , Association Press, N.Y. 1963
Life's Creation and You. Midwest Education Service., West Des Moines, Iowa.
Bauer, W., **Moving Into Manhood**. Doubleday & Co., Garden City, N.Y. 1963
Overton, G., **Living With Parents**. Broadman Press, Nashville, Tenn. 1958
Your Teen Years. Metropolitan Life Insurance Co., N.Y.
"Drama of Life Before Birth," **Life**. April 30, 1965
Johnson, Eric **Love and Sex in Plain Language**. J.B. Lippincott Co. Phila. 1967

SUGGESTED FILMS

Human Heredity. E.C. Brown Trust, Portland Oregon.
Off to a Beautiful Start. Modern Talking Pictures, Phila. Pa.
Boy to Man. Churchill Films, Los Angeles, Calif.
Girl to Woman. Churchill Films, Los Angeles, Calif.
Biography of the Unborn. Encyclopedia Britannica Films, Wilmette, Ill.
Your Body During Adolescence. McGraw-Hill Text Films, Hightstown, N.J.
Physical Aspects of Puberty. McGraw-Hill Text Films, Hightstown, N.J.
Sex Attitudes in Adolescence. McGraw-Hill Text Films, Hightstown, N.J.
Boys Beware. Sid Davis Productions, Hollywood, Calif.

Girls Beware. Sid Davis Productions, Hollywood, Calif.
Quarter Million Teenagers. Churchill Films, Los Angeles, Calif.
The Thread of Life, Part 1. Bell Telephone Co., N.Y.
Date Behavior. Society for Visual Ed. Inc. Chicago, Ill.

ILLUSTRATIONS:

BIRTH ATLAS. Maternity Center Assoc. of New York

TRANSPARENCIES

Individual Health and Family Life. 3M Company.
The Human Reproduction Systems. 3M Company.
Inherited and Acquired Characteristics. 3M Company.
Developing Dating Criteria. 3M Company.

ILLUSTRATIVE ACTIVITIES

Discuss inherited physical characteristics.
Have students list those characteristics they feel were inherited from each parent.
Ask pupils to identify and describe factors in heredity and environment which affect growth and personality.
Have students write a paper on "How to Make the Most Out of One's Environment."
Have panel discuss the pros and cons of going steady.
Have students report on what it means to occupy their position in the family: only child, one of two the same sex, one of two the opposite sex, middle child, oldest child, youngest child.
Have boys make a list of what they consider likeable in a girl; have girls make a list of what they consider likeable in a boy.
Have students conduct their own personality investigative techniques.

GRADES 10, 11, 12

SUGGESTED CONCEPTS

Adolescents have some very basic needs and must master some particular developmental tasks.
Sex in our lives has a proper setting and sometimes has to be controlled.
There are responsibilities for setting dating behavior standards.
Love has many dimensions.
There are many considerations in choosing a marriage partner.
Certain adjustments need to be made in order to build a successful marriage.
The family structure can be strengthened or weakened by a variety of influences.
A well rounded life requires a stable philosophy.

POSSIBLE CONTENT

Problems associated with early and late adolescence
Psycho-social development
Developing a philosophy of life

Specific changes at maturity
Pre-natal care
Childbirth
Moral and social aspects of sexuality
Family living
Common conflicts in marriage
Love, infatuation, affection
Engagement periods

SOME TEACHER REFERENCES

Schwartz, W., **Teacher's Handbook on Venereal Disease Education**. AAHPER, Wash., D.C.

Bowman, H., **Marriage for Moderns**, McGraw-Hill Book Co., Hightstown, N.J. 1960

Coleman, J., **The Adolescent Society**. Free Press of Glencoe, Inc., N.Y., N.Y.

Horrocks, J., **The Psychology of Adolescence**. Houghton-Mifflin Co., Boston, Mass.

Jewett & Knapp, **The Growing Years - Adolescence**. AAHPER, Wash., D.C.

Clark, V., **Unmarried Mothers**. Free Press of Glencoe, Inc., N.Y., N.Y.

Milestones to Maturity. Louisiana Assn. for Mental Health, New Orleans, La.

Popenoe, P., **Your Son at Seventeen**. American Institute of Family Relations, Los Angeles, Calif.

SOME STUDENT REFERENCES

Julian and Jackson, **Modern Sex Education**. Holt, Rinehart & Winston, Inc. N.Y. 1967

Call, A.L.,**Toward Adulthood**. Lippincott, Phila., Pa. 1964

Schwartz, W., **Student's Manual on Venereal Disease**. AAHPER, Wash., D.C. 1965

Lerrigo, Southard, Senn, **Approaching Adulthood**. NEA & AMA 1962

Duvall, E., **Love and Facts of Life**. Association Press, N.Y. 1963

Hogle, C., **Going Steady**. Christian Educational Services, Nashville, Tenn.

Duvall & Hill, **When You Marry**. Heath & Co., Boston, Mass.

Gittelsohn, R., **Consecrated Unto Me**. Union of American Hebrew Congreg., N.Y. 1965

Popenoe, P., **Preparing for Marriage**. American Institute of Family Relations, Los Angeles, Calif.

What a Boy Should Know About Sex. Bobbs-Merrill Co., N.Y.

What a Girl Shout Know About Sex. Bobbs-Merrill Co., N.Y.

SUGGESTED FILMS

Labor and Childbirth. N.J. State Museum Library

For Better, For Worse. Cokesbury, 1600 Queen Anne Rd. Teaneck, N.J.

Early Marriage. E.C. Brown Trust Co., Portland, Oregon

From Generation to Generation. McGraw-Hill Films, Hightstown, N.J.

The Innocent Party. Kansas State Dept. of Health.

The Thread of Life, Part II. Bell Telephone Co., N.Y.

Hygiene for Women. U.S. Naval Medical Film Library, Bethesda, Md.
Maternity Care Series. U.S. Naval Medical Film Library, Bethesda, Md.
Before They Say I Do. National Council of Churches, P.O. Box 342, N.Y.
Dance Little Children. State Health Dept.
Phoebe, National Film Board of Canada, New York Office.
Social-Sex Attitudes in Adolescence. McGraw-Hill Text Films, Hightstown, N.J.
The Game. McGraw-Hill Text Films, Hightstown, N.J.

FILM STRIP AND RECORDING

I Never Looked At It That Way Before. Guidance Associates, Inc.
Values for Teenagers: The Choice is Yours. Guidance Associates, Inc.
The Tuned Out Generation. Guidance Associates, Inc. Pleasantville, N.Y.
And They Lived Happily Ever After? Guidance Associates, Inc.
Sex: A Moral Dilemma for Teenagers. Guidance Associates, Inc.
Responsible Sexual Attitudes. Society for Visual Ed. Inc. Chicago, Ill.
Responsible Sexual Behavior. Society for Visual Ed. Inc. Chicago, Ill.
Looking Ahead to Marriage. Society for Visual Ed. Inc. Chicago, Ill.

TRANSPARENCIES

Marriage & the Family; Responsibilities & Privileges. 3M Company.
Conception, Prenatal Development & Birth. 3M Company.
Family Cycle and Values. 3M Company.
Factors Influencing the Sex Drive. 3M Company.
Causes and Effects of Family Disharmony. 3M Company.

ILLUSTRATIVE ACTIVITIES

Explore through an open exchange of questions and answers from the students as well as the teacher about human sexuality.
Conduct a survey with the students of their as well as their parents' ideas, attitudes and prejudices about human sexuality.
Invite physicians, clergy and parent speakers to reflect to the students their ideas about human sexuality.
Conduct debates over controversial concepts.
Have students write a paper on their philosophy of life.
Conduct socio-drama depicting common conflicts in the family and in marriage.
Have students list the problems they experienced or are experiencing in the adolescent period.
Invite obstetrician to discuss pre-natal care and a pediatrician to discuss post-natal care.

PART V

EVALUATION

The initial aspect of any evaluation attempt centers upon the basic philosophy of educational assessment. Techniques designed to measure the knowledge retention of students as the barometer of subject matter presentation is a common and comparatively simple process. The appropriateness of this kind of evaluation has been seriously questioned for some time. Its value in the area of sex education is more acutely challenged since the major dimension of the program is in the affective and action domains of learning. Therefore, cognitive appraisal is important only to the degree that knowledge influences attitudes and behavior. Admittedly, evaluating attitudes and behavior is not an easy task.

There are some intermediate criteria which lend themselves to evaluation by the classroom teacher perhaps better than an attempt to determine to what extent the sex education program has achieved its objectives.

Teacher observations of intermediate criteria:

1. Interpersonal relationships with peers.
2. Overt sexual behavior.
3. Covert sexual behavior.
4. Choice of reading materials.
5. Choice of free-time or recess-time activities.
6. Behavior in lavatories.
7. Reaction to classroom discussions.
8. Participation in discussions.
9. Discretion employed in speech, dress, and behavior.
10. Self discipline.
11. Correct use of terminology.
12. Responsibility to self and for others (classmates, teachers, custodians, etc.)
13. Frequency of pornography brought into class.
14. Incidence of toilet markings with obscene theme.
15. Respect for and cooperation with members of the opposite sex.

Evaluation of program objectives:

1. Confer with parents regarding the child's attitude about sexuality at home.
2. Screen health, guidance and discipline records for indications of progress in psycho-sexual development.
3. Test for knowledge of human reproductive physiology, growth and development, facts and misconceptions relating to conception, pregnancy, masturbation, venereal disease,

homosexuality, etc.

4. Use sociogram to indicate social adjustment and satisfaction in personality needs.
5. Parental and student questionnaires to enable them to suggest areas of vital concern not provided for in present program.

Significant evaluation of the sex education program may be possible only after the passing of many years when the effects of wholesome sex attitudes are reflected in the success of these students in rearing their own children.